

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

---

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

---

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

---

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

---

---

Maine Department of Education (05-071) Rules Chapter 104:

---

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

---

---

---

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

---

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

---

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

**School administrative unit name:** Sheepscot Valley RSU 12

**Name and title of person responsible for gifted and talented program:** Deborah Taylor, Director of Curriculum & Technology

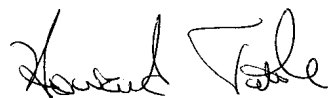
**Phone number:** 207-549-3261

**Email address:** dtaylor@svrsu.org

**CERTIFICATION:**

The statements made herein are correct to the best of my knowledge and belief.

Howard Tuttle



Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 9/17/15, 11/2/15 revision submitted

**FOR INFORMATION CONTACT:**

Jennifer Pooler

Maine Department of Education

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

(207) 624-6638

EF-S-206

Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: Patti Drapeau

- ☒ Approval Reviewed By:  
☐ Approval with concerns  
☐ Non-approval

Maine DOE Authorization:



Date of Approval:

DEC 08 2015

### ***Initial Application***

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

***Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.***

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

#### **Academic program philosophy:**

The Sheepscot Valley RSU (RSU #12) believes that all students deserve the opportunity to thrive and to reach their academic potential. It is our goal that diverse learner needs will be addressed within our school system. We believe that children learn differently and in different time frames. Each of our schools encourages the use of methods to differentiate, accelerate and intervene within each of their classrooms. The State of Maine defines Gifted and Talented Children as those children K-12, who excel (or have the potential to excel) beyond their age peers in the regular school program. The Sheepscot Valley RSU recognizes that gifted and talented students require differentiated educational programs that are aligned with the Maine Learning Results and Common Core, beyond those normally provided by the regular school program in order to realize their educational potential and contribution to society. The gifted and talented selection process will consider candidates for participation based on: General Intellectual Ability, Specific Academic Aptitude and/or Artistic Ability in the literary, performing and/or visual arts. Per State law, RSU #12 can identify up to 5% of the school population for giftedness in intellectual/academic areas and up to another 5% of the school population for giftedness in the arts.

**Arts program philosophy:**

The Sheepscot Valley RSU (RSU #12) believes that all students deserve the opportunity to thrive and to reach their academic potential. It is our goal that diverse learner needs will be addressed within our school system. We believe that children learn differently and in different time frames. Each of our schools encourages the use of methods to differentiate, accelerate and intervene within each of their classrooms. The State of Maine defines Gifted and Talented Children as those children K-12, who excel (or have the potential to excel) beyond their age peers in the regular school program. The Sheepscot Valley RSU recognizes that gifted and talented students require differentiated educational programs that are aligned with the Maine Learning Results and Common Core, beyond those normally provided by the regular school program in order to realize their educational potential and contribution to society. The gifted and talented selection process will consider candidates for participation based on: General Intellectual Ability, Specific Academic Aptitude and/or Artistic Ability in the literary, performing and/or visual arts. Per State law, RSU #12 can identify up to 5% of the school population for giftedness in intellectual/academic areas and up to another 5% of the school population for giftedness in the arts.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

**Academic program abstract:**

The program may consist of but not be limited to acceleration, enrichment, differentiation, and virtual classes that take place in lieu of the regular classroom curriculum. The RSU identifies students in grade 3 and provides gifted and talented options beginning formally with grade 4. Students who appear to need differentiation prior to grade 4 will be assessed and their needs attended to through differentiation within the classroom. Students who excel well beyond their grade and the accommodations that can be met by the classroom teacher may attend classes through a variety of options: the content in a higher grade for the area(s) of need, enrollment in high school classes, and/or virtual classes. On occasion the gifted and talented teacher will co-teach with content area teachers in order to meet the needs of GT learners within the regular class grouping (i.e. There are seven ELA identified students in the seventh grade at Windsor Elementary School. The students may receive servicing within the regular classroom via collaboration between the ELA and GT teacher). Some teachers who feel that identified student's needs can be met within the regular class grouping without need for pull-out will consult with the GT teacher. The GT teacher will document all in-class accommodations made by said classroom teacher.

**Arts program abstract:**

The program provides a differentiated curriculum for identified students in the areas of art, music, drama, and dance. We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from student to student. Chelsea and Windsor Elementary VPA identified students will be participating in nine scheduled workshops throughout the school year as a group. Various artists are being asked to present: glass artists, ceramic artists, painters, etc.

Whitefield and Palermo students will be serviced using the pull-out enrichment model once a week. All students will have monthly sketchbook assignments and will participate in on-line museum tours/quests. On occasion, the GT teacher will be collaborating with the district art teachers to provide advanced instruction in the regular classroom.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

**Academics:**

Goals:

RSU #12 Program Goals for Academically Gifted Students

**1. THE GIFTED AND TALENTED PROGRAM WILL FOSTER HIGHER LEVELS OF SELF-KNOWLEDGE IN LEARNERS.**

Objective:

Students will demonstrate higher levels of self-knowledge including but not limited to their interests, strengths, identities, how they learn, the influence of their beliefs and values of their own learning and behavior.

Activities:

- Complete self-interest and learning style inventories
- Engage with peers with similar interests/abilities in person and/or via Google Classroom
- Participate in mentorships

**2. ANNUAL ACADEMIC GROWTH WILL BE DEMONSTRATED IN TARGETED AREA(S) BASED ON ANNUAL GOALS.**

Objective:

Gifted and talented personnel will demonstrate student growth through the use of measurement tools such as State standardized achievement tests and/or student learning objective tasks.

Activities:

- Gifted and Talented staff will identify student learning goals and growth targets for each student.
- The percentage of students achieving student growth targets will be determined annually and reviewed with administration.

**Arts:**

Goals:

RSU #12 Program Goals for Visual and Performing Arts Gifted Students

1. RSU 12 WILL FULLY IMPLEMENT A GIFTED PROGRAM IN THE AREA VISUAL AND PERFORMING ARTS IN THE ELEMENTARY AND MIDDLE SCHOOL GRADES.

Objective:

RSU 12 will refer, identify, and service students in the area of visual and performing arts.

Activities:

- Gifted and Talented staff will disseminate Visual and Performing Arts referral forms to parents and teachers.
- Gifted and Talented staff will collect referral data and facilitate a screening process to identify VPA gifted students.
- Gifted and Talented staff will collaborate with district Visual and Performing Arts teachers to create individualized learning and enrichment opportunities for identified students.

2. PROGRAMMING WILL EMPHASIZE THE IMPORTANCE OF INVOLVEMENT AND UTILIZATION OF COMMUNITY MEMBERS AND RESOURCES

OBJECTIVE:

Students will study the art of various student and adult artists in Maine.

Activities:

- Students will engage in workshops with various local artists.
- Students will collaborate with other students in the district through district-wide gatherings and/or Google Classroom.
- Students will study art from Maine
- Students will explore Maine museums and exhibits

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

**General Intellectual Ability:**

Screening:

Initial Referral:

A student is considered for eligibility for gifted and talented services if the initial referral is received from a parent, teacher/staff member, administrator, RTI Team, GT Coordinator, or the student. In each of these cases, the referral requires a completed referral form submitted to the GT Coordinator. GT Coordinator referrals may arise from, among other things, a universal screening of NWEA scores, State testing, and grades conducted annually. Once referred, the GT Coordinator collects data to include those tools and criteria mentioned above and submits the entirety for review through the selection process.

Selection:

Selection Process:

Referrals go through a blind (no student name) consideration of the evidence by a school-based selection committee made up of:

GT Coordinator (orchestrates meeting, does not take part in decision-making)

Building Administrator

Teacher representatives (to include a mix of grade spans, academic and art teachers)

The maximum number of students identified by the Committee will be that number that results in a total Gifted & Talented caseload of no more than 5% of the school population for academic/intellectual giftedness and no more than 5% of the school population for artistic giftedness.

The screening tools include the K-BIT, teacher referral, parent referral, and self-referral.

Placement:

The qualifying scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.

Annually a team of three or more qualified professionals including an administrator will review the screening, selection and placement of the identified students. At this time the student growth data and specific services are analyzed for effectiveness. Suggestions for change in the tools for identification are determined and are incorporated into the next identification cycle. The team will also review identification criteria to determine if any adjustments need to be made.

### **Academic Aptitude:**

Screening:

Initial Referral:

A student is considered for eligibility for gifted and talented services if the initial referral is received from a parent, teacher/staff member, administrator, RTI Team, GT Coordinator, or the student. In each of these cases, the referral requires a completed referral form submitted to the GT Coordinator. GT Coordinator referrals may arise from, among other things, a universal screening of NWEA scores, State testing, and grades conducted annually. Once referred, the GT Coordinator collects data to include those tools and criteria mentioned above and submits the entirety for review through the selection process.

Selection:

Selection Process:

Referrals go through a blind (no student name) consideration of the evidence by a school-based selection committee made up of:

GT Coordinator (orchestrates meeting, does not take part in decision-making)

Building Administrator

Teacher representatives (to include a mix of grade spans, academic and art teachers)

The maximum number of students identified by the Committee will be that number that results in a total Gifted & Talented caseload of no more than 5% of the school population for academic/intellectual giftedness and no more than 5% of the school population for artistic giftedness.

The screening tools include the K-BIT, teacher referral, parent referral, and self-referral.

Placement:

The qualifying scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.

Annually a team of three or more qualified professionals including an administrator will review the screening, selection and placement of the identified students. At this time the student growth data and specific services are analyzed for effectiveness. Suggestions for change in the tools for identification are determined and are incorporated into the next identification cycle. The team will also review identification criteria to determine if any adjustments need to be made.

#### **Artistic Ability:**

Screening:

Initial Referral:

A student is considered for eligibility for gifted and talented services if the initial referral is received from a parent, teacher/staff member, administrator, RTI Team, GT Coordinator, or the student. In each of these cases, the referral requires a completed referral form submitted to the GT Coordinator. GT Coordinator referrals may arise from, among other things: portfolio submissions and overall classroom performance. Once referred, the GT Coordinator collects data to include those tools and criteria mentioned above and submits the entirety for review through the selection process. Screenings include a review of grades, portfolio of work, and the art teacher referral.

Selection:

Selection Process:

Referrals go through a blind (no student name) consideration of the evidence by a school-based selection committee made up of:

GT Coordinator (orchestrates meeting, does not take part in decision-making)

Building Administrator

Teacher representatives (to include a mix of grade spans, academic and art teachers)

The maximum number of students identified by the Committee will be that number that results in a total Gifted & Talented caseload of no more than 5% of the school population for academic/intellectual giftedness and no more than 5% of the school population for artistic giftedness.

Selection is based on a review of the screening tools AND: teacher referral, parent referral, self-referral forms.

Placement:

The qualifying scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.

Annually a team of three or more qualified professionals including an administrator will review the screening, selection and placement of the identified students. At this time the student growth data and specific services are analyzed for effectiveness. Suggestions for change in the tools for identification are determined and are incorporated into the next identification cycle. The team will also review identification criteria to determine if any adjustments need to be made.

#### **Process for transfer students:**

In the event a student transfers from a different district and was previously identified and serviced in that district, RSU 12 will review the identification documentation and compare it to the local identification system. If



the student does qualify for services in RSU 12 under their local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically reviewed in his/her new district within 45 days of the record review. If the student meets the local criteria then he/she is placed immediately in the gifted and talented program.

**Exit Procedure:**

Exiting procedures: Reasons and process

A student may be exiting from GT services at parent request or after review in any of the following instances: poor academic performance, attendance issues, refusal to engage, teacher request, student request, or behavioral issues. In the event of such concerns, the GT Coordinator will consult with parents and administrators to determine whether exiting is the most appropriate response. Any student exited will be reevaluated upon receipt of an appropriate referral in subsequent years.

Prior to formal exit from the program, the following steps will be followed:

Document and review student progress

Conference with student, parent, and other appropriate professional educators

Formal notification of parent

**Process for appeals:**

Appeals process: Procedure

The parents, guardians, or teacher of any student denied inclusion into the gifted and talented program may appeal the selection committee's decision.

A parent, guardian, or teacher expresses concern regarding the exclusion of the student into the program to the administrator of the program and/or the building principal through an appeal in writing to administrator who will review the data collected with the concerned person. If additional data is necessary, an alternate ability test will be administered.

The gifted and talented identification committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products. The building principal will notify the parent, guardian, and teacher of the decision made by the advisory or identification committee.

In the event the student does not qualify for services, the student may be reevaluated in a year at the request of the parent, guardian, and/or teacher.

5. Provide a description of the staff development that takes place in order to implement the program(s).

This school year, Rachel S. Hamlin will:

- Take EDAR 528 Brains on Fire: Rekindling Imagination in the Classroom, K-8 in the Spring to complete GT endorsement.
- Participate in the 2015-2016 MEGAT conference

- New Gifted & Talented Teacher/Coordinator Training by Maine DOE

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

The teacher of the gifted and talented works under the overall direction of the RSU's Director of Curriculum and Technology and the building principal (s).

The teacher of the gifted and talented may collect referrals each year.

The teacher of the gifted and talented may schedule testing for students in the screening pool each fall and spring.

The teacher of the gifted and talented may write letters and ask parents' permission to individually test students each fall and spring.

The administrator may collect test scores and create a matrix for the committee members to review and compare scores.

The administrator may schedule the identification committee meeting.

The teacher of the gifted and talented may create a schedule to meet with students each fall.

The teacher of the gifted and talented may create a schedule to meet with classroom teachers each fall.

The teacher of the gifted and talented will develop appropriate programs for the identified students.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Rachel S. Hamlin	Conditional	Teacher	K-8	Full-time
Deborah Taylor	No	Administrator	K-8	Part-time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time
---------------	------	-----------------	-------------	---------------------------------	---------------------------------

		Yes/No			Time in GT
n/a					

7. Provide a description of the annual program self-evaluation process.

How will you evaluate the Gifted and Talented academic program(s) effectiveness? If you use a survey, check one or more below.

Parent Survey \_\_X\_\_\_\_\_

Student Survey \_\_X\_\_\_\_\_

Teacher Survey (re: scheduling, alignment w/regular education program, type of services) \_X\_

In addition to reviewing survey results, RSU 12 will analyze student achievement and growth data for students in the Gifted and Talented Program. Specifically, the RSU will examine the percentage of students identified for Gifted and Talented services who meet their individual growth targets in Reading and Math as defined by the Northwest Evaluation Association (NWEA).

Additionally, annually a team of three or more qualified professionals including an administrator will review the screening, selection and placement of the identified students. At this time the student growth data and specific services are analyzed for effectiveness. Suggestions for change in the tools for identification are determined and are incorporated into the next identification cycle. The team will also review identification criteria to determine if any adjustments need to be made.

8. Provide a description of the costs to be incurred to implement the program(s).

This year we will be buying some specialty supplies for annual units such as: a brain model, math game props (dice/cards, etc.) poetry games (Story Cubes), books on famous inventors/inventions to go along with thematic units which will be taught each year depending on learning needs. The school system does not have any posters, models, or books to use directly during instruction for gifted learners. I believe that the students will get a lot out of both the hands on and visual models we encrue this school year.

The Visual art identified students each need a sketchbook for their monthly assignments. I believe providing the students with a small sketchbook will make the identified students feel valued and supported as budding artists. I ordered various paintbrushes and paper as well as the GT program has not had supplies for the arts available. The VPA students will be engaging in workshops throughout the year. I would like to offer each visiting artist who comes to the school \$50 compensation for their service. Students will also create thank you notes for them as well. Specific art supplies will be needed for each workshop: jewelry making supplies, paints, drawing materials, stained glass materials etc. Specialty art supplies will enrich each student's unique talent as they learn from Maine Masters this school year.

The district will be transporting three GT students to Erskine Academy daily during the school day to participate in Algebra 1 and 2, as well as freshman science.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Rachel S. Hamlin	\$55,913.60	
Deborah Taylor	\$16,342.92 (15%)	
Subtotal	\$72,256.52	\$0

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	\$0	\$0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Faith Bennedeti - Glass	\$50	
Martha Miller - Painter	\$50	
Nathan Welliver	\$50	
Robbi Portella; Mat O'Donnell;	\$100 (\$50 x 2)	
Debe Lachlin; Brenton Hamilton;	\$100 (\$50 x 2)	
Cheryl Herr-Rains	\$50	
Subtotal	\$400	\$0

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
Portland Pottery Clay	200		
Amazon books/models/posters Books on order: Enrichment Units in Math (Book 2 - Grades 4-6) by Judy Leimbach et al. \$11.95 Enrichment Units in Math: Book 1, Grades 2-3 by Judy Leimbach et al. \$11.95 Math Puzzles and Brainteasers, Grades 3-5: Over 300 Puzzles that Teach Math and Problem-Solving Skills by Terry Stickels \$11.98 Child of the Civil Rights Movement by Paula Young Shelton \$6.55 Family Pasttimes/Secret Door - An Award Winning Co-operative Mystery Game by Family Pastimes \$12.64 100 Inventions that Made History by DK Publishing \$4.52 An Illustrated Timeline of Inventions and Inventors (Visual Timelines in History) by Kremena T. Spengler \$4.01 Poetry Inside Out: A Creative Writing Workbook by Laura E. Davis \$9.97 How WE Learn: The Surprising Truth About When, Where, and Why it Happens by Benedict Carey \$8.70 How the Brain Works by Mark Wim, Dubin \$25.40 Everybody Paints! The Lives and Art of the Wyeth Family by Susan Goldman \$13.13 Perspective Made Easy: A Step-by-Step Guide by Robbie Lee \$13.45 Understanding Values (Drawing Made Easy) by Ken Goldman \$4.05 Inventions, Inventors, and You by Dianne Drazie \$8.97 The Poetry Friday Anthology for Middle School, Common Core Addition by Sylvia Vardell \$19.99 Poetry Mentor Texts: Making Reading and Writing Connections K-8 by Lynne R. Dorfman \$19.95	294		

Stories on Board! : Creating Board Games from Favorite Tales by Dianne de Las Casas \$30.00 Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle by Sara Bullard \$12.40			
Sketchbooks/Differentiation Center Supplies- Renys	75		
Tri-fold Differentiation Center supplies - Dollar Store	26		
Odyssey of the Mind membership (practice problems are done during the school day while meetings and other prep occur after school)	135		
Odyssey of the Mind practice problems (used during instruction during the school day)	70		
ACL practice problems	70		
<b>Subtotal</b>	<b>\$870</b>	<b>Subtotal</b>	<b>0</b>

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Mileage for district staff	850		
Mileage for 3 students to area high school for Algebra and Science classes during the school day (29 miles round trip plus driver time)	3250		
<b>Subtotal</b>	<b>\$4100</b>	<b>Subtotal</b>	<b>0</b>

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
Virtual High School (\$525/ course/ student)	\$1050		

<b>Subtotal</b>	<b>\$1050</b>	<b>Subtotal</b>	<b>0</b>

**D. Staff Tuition/Professional Development:**

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
EDAR 528 Brains on Fire: Rekindling Imagination in the Classroom, K-8	1190		
MEGAT Conferences & dues	270		
<b>Subtotal</b>	<b>\$1460</b>	<b>Subtotal</b>	<b>0</b>

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	\$72,256.52	
<b>Auxiliary Staff</b>	\$0	
<b>Independent Contractors</b>	\$400	
<b>A. Materials &amp; Supplies</b>	\$870	
<b>B. Other Allowable Costs</b>	\$4100	
<b>C. Student Tuition</b>	\$1050	
<b>D. Staff Tuition/PD</b>	\$1460	
<b>Total</b>	<b>\$80,136.52</b>	<b>\$0</b>